



**Centre for Teaching and Learning Services (CTLS)
Annual Report – 2006-2007**

**Submitted by:
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Executive summary

A review of CTLS approved by the Academic Cabinet on September 13, 2006, recommended that pedagogical services at Concordia be driven by a new mandate. Under the direction of the Vice-Provost Academic Programs, the CTLS will focus on championing teaching excellence as well as helping faculty to adapt their courses for e-Learning. The CTLS Advisory Committee will continue to provide academic leadership.

Championing teaching excellence was the focus of a new Scholarly Teaching Enhancement Program designed to engage faculty at all ranks in reflecting on and initiating positive changes in their teaching. In collaboration with the Faculties, the CTLS offered orientations for new faculty including a one-day *Art of Teaching Workshop*, attracting 35 participants. A one-day teaching orientation for new part-time instructors was offered in collaboration with CUPFA, attracting 30 participants. In both cases, opportunities were provided for new hires to learn about successful teaching strategies from experienced faculty members.

In 2006-2007, a significant number of individual professors participated in pedagogical services: 311. Total participation in university-wide workshops, counting each instance of involvement, was 456. This included two offerings of the five-day intensive workshop on *Course Design for Professors*. Nine department workshops were requested on various pedagogical topics with a total of 178 individuals participating. The number of individual consultations on teaching and professional development was 44. The need for consultation generally arose from weak course evaluations and increasingly from the challenge of teaching larger classes and preparing a professional teaching dossier.

The online teaching and learning resources available for Concordia professors have been reviewed. The CTLS website is being redesigned to reflect a new vision for promoting excellence in teaching using delivery models and strategies borrowed from the world of e-Learning. The definitive aim is to provide a platform to help professors attain their optimum teaching potential. Popular workshops are being adapted for the website including video segments of workshop animators in action. The CTLS series of video profiles of Concordia professors is being complemented on an annual basis with interviews of Concordia's award winning teachers accessible on the CTLS website in the form of audio podcasts and transcripts.

In collaboration with the School of Graduate Studies and the Faculties, the CTLS has continued its support for graduate students. A one-day orientation for new teaching assistants attracted 104 participants. A 35-hour seminar on university teaching that prepares Ph.D. students for a teaching career attracted 55 participants.

The CTLS also continued its support for online course evaluation. New this year was a pilot in JMSB and ENCS for students to complete their course evaluation questionnaires online. The pilot was deemed successful with an overall response rate of 73.5%. All Faculties and Continuing Education will go online by April 2008.

The CTLS director consulted with the Office of the Provost, Faculty Deans, Associate Deans and selected department chairs to provide tailored support in meeting Challenge 4 of the University's Academic Plan. Special projects in 2006-2007 included assisting the Vice-Provost, Academic Programs, in hosting a national conference on teaching, learning and technology in partnership with McGraw-Hill Ryerson held at Concordia on May 14-15, 2007. The conference included 80 concurrent sessions and 3 keynote speakers and attracted over 300 participants, more than half from the Concordia community. Other projects involved a new University-wide Teaching Excellence Award, student retention in A&S, grade inflation in Fine Arts, and curriculum assessment in JMSB.

The CTLS activity plan for 2007-2009 is presented in Appendix A of the report. Following approval, the range of pedagogical services available will be communicated to Faculty deans, department chairs, and all full-time and part-time professors.

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Centre for Teaching and Learning Services (CTLS)

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1 Introduction

The first section of this report describes the change in mandate of CTLS from providing remedial services to proactively supporting the University in achieving Challenge 4 of the Academic Plan that emphasizes excellence in teaching and learning. The second section reports on the new Scholarly Teaching Enhancement Program (STEP) provided by CTLS in 2006-2007. The third section reports on additional support provided for graduate students, course evaluation, and other initiatives to reward and spread excellence. The CTLS activity plan for 2007-2009 is summarized in Appendix A.

1.1 New CTLS mandate

A review of the CTLS conducted by Dr. Danielle Morin, Vice-Provost Academic Programs, and approved by the Academic Cabinet on September 13, 2006, recommended that pedagogical services at Concordia be driven by a new mandate and reporting structure. The CTLS mandate has been rearticulated: "To provide the support to develop teaching excellence at Concordia with the goal of enhancing the quality of student learning. Under the direction of the Vice-Provost, Academic Programs, the CTLS will assume a proactive role in fostering a culture of teaching excellence and propose and implement initiatives to reward and spread excellence." The Vice-Provost, Academic Programs, has further determined the priority for CTLS over the next two years is to help faculty adapt their courses for e-Learning. The most daunting challenge in achieving this new mandate is perception. A young professor recently confessed he does not engage in CTLS services at the risk of being perceived by colleagues as needing to improve his teaching.

1.2 CTLS staff

To carry out the CTLS mandate, Olivia Rovinescu (the director) relies on a highly productive professional and administrative team: Dr. Janette Barrington (Teaching Consultant), Linda Church (Course Evaluation Coordinator), and Eve Girard (Office Manager). A new permanent position of Program Coordinator/Instructional Developer is presently being advertised. The main responsibility of this position is to provide "hands-on" support to professors in adapting their courses for e-Learning. John Bentley has been working in this position on a temporary basis since January 2007.

1.3 Academic leadership

Academic leadership is provided by the CTLS Advisory Committee that comprises seven representatives: Drs. Linda Dyer (Management), Peter Grogono (Computer Science), Linda Kay (Journalism), Bluma Litner (Applied Human Science), Monica Mulrennan (the School of Graduate Studies and Geography), Chris Taillefer (CUPFA and Electrical and Computer Engineering), Linda Szabad-Smyth (Art Education), and Fred Szabo (Mathematics and Statistics). Dr. Danielle Morin, Vice-Provost Academic Programs, chairs the Advisory Committee. Her leadership connects CTLS to senior administration.

Advisory Committee members collaborate in the planning and delivery of CTLS activities together with a team of Concordia faculty and staff associates: Dr. Saul Carliner (Education), Nancy Acemian (Computer Science), Nancy Helms (Theatre), Kate Bligh (Theatre and English), Barry Lazar (Journalism), Steven Henle (Applied Human Science), Mary O'Malley and Marc Leger (Counselling and Development), Patrick Labelle (the Library), and Patrick Devey (IITS and e-Concordia).

1.4 CTLS budget

The CTLS operates with two budgets: one for faculty development (\$270,000) and the other for course evaluation (\$56,000). This allocation has been adjusted for recently salary increases, however, it does not cover the entire cost of the new position of Program Coordinator/Instructional Developer. Once the course evaluation system is fully online the course evaluation budget will be re-allocated to fund this position on a permanent basis.

2 Scholarly Teaching Enhancement Program

Championing teaching excellence was the focus of a new Scholarly Teaching Enhancement Program (STEP) designed to engage faculty at all ranks in reflecting on and initiating positive changes in their teaching. Support strategies included orientation for new professors, teaching enhancement workshops, individual consultations, online resources, and a teaching and learning grant.

2.1 Orientation for new professors

In collaboration with the Faculties, the CTLS offered orientation sessions for new faculty including a one-day *Art of Teaching* workshop, attracting a total of 35 participants. A one-day teaching orientation for new part-time instructors was also offered in collaboration with CUPFA, attracting 30 participants. Table 1 shows the distribution of participants by Faculty. In all cases, opportunities were provided for new professors to learn about successful strategies from experienced teachers.

Table 1: Orientation for new professors in 2006-2007

Session / Distribution by Faculty	A&S	ENCS	FA	JMSB	Other	Total
A&S Art of Teaching (Aug 06)	11		2	3		16
FA Orientation (Oct 06)			9			9
ENCS Orientation (Oct 06)		10				10
CUPFA Art of Teaching (Oct 06)	22		2	1	5	30
Total	33	10	13	4	5	65

A&S arranged a one-day orientation and sponsored a one-day *Art of Teaching* workshop designed for new and recently hired tenure-track faculty. This introduction to teaching at Concordia offered a supportive environment in which new faculty could learn and practice a variety of pedagogical techniques. Evaluation of the event was positive with useful feedback provided to assist in designing future events.

FA invited their new faculty to a half-day orientation in mid-October that included a presentation by CTLS, presentations from services within FA, a panel discussion with experienced FA faculty members, and a discussion with the Dean. ENCS offered a similar one-day orientation in mid-October. The afternoon focused on the effective use of technology facilitated by the ENCS Manager of Instructional Technology. JMSB had no new faculty in 2006.

The CUPFA teaching orientation was held on Sunday, October 29, 2006. It included a presentation by the Director of CTLS and a choice of disciplinary-specific workshops facilitated by experienced part-time instructors.

In April each year, the CTLS arranges a social luncheon for new tenure-track faculty to foster collegial exchanges and to provide an opportunity for them to discuss their first year experiences with the Provost and Vice-President Academic and Vice-Provost Academic Programs. A total of 25 faculty members participated this year. The main issue discussed was the role of individual faculty in preventing plagiarism.

The real challenge in teaching orientations is reaching new professors before they begin teaching and at a time that is most beneficial to them. The timing will vary because some professors begin course preparation as early as June and some only begin teaching in January. An event at the end of August or in mid-October that provides useful tools and expert advice on pedagogical techniques and course policies is often either too late or too early. It is therefore recommended that an e-Learning orientation to teaching at Concordia be created to complement face-to-face orientations.

2.2 Teaching enhancement workshops

A series of teaching enhancement workshops is offered each year on topics relevant for teaching at Concordia. In 2006-2007, the CTLS reached a significant number of individual professors through these workshops: 311, approximately 16% of the total number of full-time and part-time faculty. This includes both university-wide and department workshops. Total participation in university-wide workshops, counting each instance of involvement, was 456. Distribution of participants by Faculty is shown in Table 2. The percentage of full-time professors is: A&S 28%, ENCS 42%, FA 33%, and JMSB 29%.

Table 2: University-wide Workshops in 2006-2007

Workshop Title / Distribution	A&S	ENCS	FA	JMSB	Other	Total
5-day Course Design (May & Dec 06)						
Principles of student learning	20	1	6	9	1	37
Concept Mapping Your Course	20	1	6	9	1	37
Writing Learning Objectives	20	1	6	9	1	37
Interactive Teaching Techniques	20	1	6	9	1	37
Innovative Uses of Technology	20	1	6	9	1	37
Assessment and Grading	20	1	6	9	1	37
Designing Library Assignments	20	1	6	9	1	37
Planning Your First Day of Class	20	1	6	9	1	37
Enhancing Your Teaching Skills	20	1	6	9	1	37
Constructing Your Course Syllabus	20	1	6	9	1	37
Developing your Teaching Philosophy (Sept 06 & Apr 07)	15	3	2	1	2	23
Giving Students Feedback (Sept 06)	5	1	2	1		9
Motivating Students (Oct 06)	8	1	1	1	2	13
Designing Effective Library Assignments (Oct 06)	5		1			6
Online Course Success (Oct 06)	8		1		5	14
Standard American English (Nov 06)	4	3				7
1-day Presentation Skills (Nov 06, Mar 07)	7	4	2	4	1	18
Total	250	21	69	96	20	456

These statistics include two offerings of the CTLS workshop on *Course Design for Professors* that integrates ten different topics and is thus displayed for statistical purposes as ten different half-day workshops. The Course Design Workshop provides an opportunity for professors to learn basic principles for developing course syllabi, giving compelling lectures, engaging students in critical discussions, and assessing student learning. Participants have the opportunity to practice and comment upon one another's teaching skills. The workshop typically attracts as many full-time as part-time faculty.

Nine departments requested workshops on pedagogical topics (including one multi-section course and one Faculty level workshop) with a total of 178 individuals participating. Distribution by Faculty is shown in Table 3. The number of full-time faculty reached in department workshops is generally far greater than in university-wide workshops.

Table 3: Department workshops in 2006-2007

Workshop Title / Distribution by Faculty	A&S	ENCS	FA	JMSB	Total
Interactive Teaching (ApHS May 06)	22				22
Active Learning (CMLL May 06)	15				15
Active Learning (Et. Francaises Aug 06)	25				25
Active Learning (Comm. Studies Aug 06)	30				30
Needs Assessment (COMM212 Dec 06)				15	15
Active Learning (BCEE Feb 07)		20			20
Presentation Skills (BCEE Mar 07)		20			20
Concept Mapping (ApHS Apr 07)	17				17
Grading Criteria (Fine Arts May 07)			6		6
Total	109	40	6	15	178

2.3 Individual consultations

As shown in Table 4, the number of consultations with individual professors on teaching and professional development was 44. This is not a statistic for different individuals since some people return for several sessions. Nearly all consultations are with full-time faculty. Distribution by Faculty is similar to previous years: A&S 66%; ENCS 18%; FA 7%; and JMSB 9%. The need for consultation generally arises from weak course evaluations and increasingly from the challenge of teaching larger classes and preparing a professional teaching dossier. The advantage of consultations is that professors can receive help as and when they need it rather than at a prescribed time.

Table 4: Individual consultations in 2006-2007

Type / Distribution by Faculty	A&S	ENCS	FA	JMSB	Total
Classroom Observation	4	4			8
Course Design	6	2	1	2	11
Course Evaluation	11		1		12
Mid-course Feedback	3				3
Teaching Dossier	2	2		2	6
Advanced Presentation Skills	1		1		2
Total	29	8	3	4	44

Since January 2007, the CTLS has been piloting an innovative use of video observation in the classroom as part of its individual consultation service. Two faculty members seeking support to improve their teaching practices were filmed in classroom contexts involving large and small groups of students. Using Camtasia Studio software, video material was edited and presented in a DVD format that is indexed with text descriptors linked to recorded segments for instant playback. Professors were able to take away these observations on DVD for their own personal review. A collaborative consultation was also facilitated between one faculty member, the CTLS teaching consultant, and Dr. Saul Carliner (Education) who was unable to attend the actual class session. Video observation enables an in-depth review of strengths and weaknesses in actual teaching situations and provides a wider opportunity for peer feedback.

2.4 Online teaching and learning resources

A dynamic website of online materials and links to other resources is available for professors to access at their own convenience: <http://teaching.concordia.ca>. One responsibility of the new Program Coordinator/Instructional Developer position will be to review and refresh the CTLS web site.

Popular workshops, *Course Design for Professors* and *Enhancing Your Presentation Skills*, are being adapted for the CTLS website including video segments of workshop animators in action. These taster versions of activities, tools and techniques will enable professors to try something new before committing to an intensive workshop experience. The CTLS series of video profiles of Concordia professors will be complemented on an annual basis with interviews of Concordia's award winning teachers produced in the form of audio podcasts and transcripts. To make visible the full array of pedagogically relevant services, the CTLS website will be updated to include a blog and a system to notify professors of updates including events, teaching materials, and profiles of innovative teachers in action.

2.5 Teaching and Learning Grant

Funds were set aside last year to encourage new and junior faculty in developing innovative teaching ideas for engaging students in the learning process. Dr. Steven Henle, a professor with the Department of Applied Human Sciences, was awarded \$846 in January 2007 to purchase “play equipment” for his course, *AHSC-360 Play, Learning and Human Development*. This project has resulted in the production of a DVD teaching tool with a web-based version now in the preliminary planning stages. The DVD presents a documentary of Dr. Henle’s innovative teaching practices in the classroom plus an interview on how to encourage student engagement and retention of knowledge. The DVD demonstrates examples of authentic teaching episodes and student activities for replication. Dr. Henle presented his innovative teaching ideas at the *Spirit of Inquiry* Conference.

3 Support for graduate students

Beyond supporting full-time faculty and part-time instructors in their teaching, the CTLS also reached a total of 159 graduate students through its orientation for new teaching assistants (TAs) and Ph.D. seminar on university teaching.

3.1 TA orientation

Each year, in collaboration with the School of Graduate Studies, the CTLS organizes a one-day orientation for new teaching assistants (TAs) informing them of their rights and responsibilities and introducing them to some basic principles of instruction. As shown in Table 5, 104 graduate students received a professional development certificate for attending this year’s one-day event. Evaluation responses were very positive and provided us with useful feedback for next year’s event. Distribution by Faculty is similar to previous years: A&S 40%, ENCS 40%, FA 6%, and JMSB 4%. The large participation in ENCS is due to departments requiring that students have a professional development certificate from CTLS to be eligible for a TA contract.

The CTLS is working in collaboration with the Associate Dean of Student Academic Services in Arts and Science to develop a strategic plan for broadening the TA Orientation program in 2007-2008. These revisions include updating workshops and panel discussions to meet the specific needs of new and experienced TAs Faculty-wide. This new planning process entails liaising with department chairs and graduate program directors. The aim of this strategy is to work cooperatively with departments in order to better serve ALL TAs through an essential orientation program that promotes their own success and teaching excellence. The project, which is now already underway, seeks to achieve these results by

initiating a clear understanding of the needs of TAs, their representative numbers across the University, and how their roles and responsibilities fit the needs and expectations of their home departments. This strategy will be extended in the other Faculties.

3.2 *Ph.D. Seminar in University Teaching*

Again in collaboration with the School of Graduate Studies, the CTLS offered three 35-hour non-credit seminars in university teaching for Ph.D. students in 2006-2007. The aim is to prepare graduate students for an academic teaching career and to ensure the quality of their teaching while working at Concordia. As shown in Table 2, 55 students received a certificate of achievement. Evaluation of the seminar was extremely positive. Distribution by Faculty is similar to previous years: A&S 24%, ENCS 67%, FA 9%, and JMSB 0%. The reason for high representation in ENCS is that one of the Fall sections is offered specifically for ENCS students. The Dean gives time release to an ETA in Computer Science (Nancy Acemian) who works with CTLS to teach an engineering specific section.

4 Course Evaluation

The CTLS continues to provide support for the University's course evaluation system. New this year was a pilot executed by the Vice-Provost, Academic Programs, in JMSB and ENCS for students to complete their course evaluation questionnaires online. The on-line questionnaire remained exactly the same as the paper version previously distributed in class. The system prevents a student from evaluating the same course twice. Only students registered in the course/section are able to evaluate the course. A campaign to get students to complete the questionnaires on-line included e-mail prompts, classroom visits, and prizes. CTLS created a Frequently Asked Questions page on its web site.

Graduate courses in JMSB and several sections of a large undergraduate course participated in Fall 2006 and Winter 2007. All ENCS courses participated in Winter 2007. The pilot was deemed successful with an overall response rate of 73.5%, which is at par with the previous year's response rate for these cohorts of students. There was a 50% increase in the number of words written in the students' comments. This is consistent with research findings that indicate students will write more on-line. As was the custom previously, the professor is the only person who has access to these comments.

All Faculties and Continuing Education will go online by April 2008. Departmental administrators will take charge of the process of verifying the courses to be evaluated on the Concordia Portal, the status of the professors (full-time or part-time), and summer course evaluation start and end dates.

5 Special Projects

The CTLS director consulted with the Office of the Provost, Faculty Deans, Associate Deans and selected department chairs to provide tailored support in meeting Challenge 4 of the University's Academic Plan. Special projects in 2006-2007 included the *Spirit of Inquiry* Conference, a new University-wide Teaching Excellence Award, student retention in A&S, grade inflation in Fine Arts, and curriculum assessment in JMSB.

5.1 The Spirit of Inquiry conference

CTLS staff and members of the CTLS Advisory Committee assisted the Vice-Provost Academic Programs in hosting a national conference on teaching, learning and technology in partnership with McGraw-Hill Ryerson, held at Concordia on May 14-15, 2007. The theme of the conference was the *Spirit of Inquiry: Developing Critical Thinking, Creativity and Community*. Additional sub-themes included: Teaching a Diverse Student Population, Student Retention, and Student Engagement. The goals of the conference were to celebrate teaching excellence, facilitate conversations about teaching across the disciplines, and showcase best practices and innovative teaching ideas.

In total, 110 proposals were reviewed and 80 accepted. The conference included 3 keynote speakers, 80 concurrent sessions (48 presented by Concordia faculty, staff and graduate students), and attracted over 300 participants (half from the Concordia community). The breakdown of presentations by disciplines was: Humanities 3; Science 2; Social Science 14; Engineering 4; Fine Arts 7; Business 9; and multidisciplinary 8. Keynote presentations have been video recorded: Dr. Robert J. Sternberg, a psychologist and expert in creativity and critical thinking; Dr. Caroline Baillie, an expert in creativity and Engineering Education; and Dr. Curtis Bonk, an expert in e-learning. These presentations will be accessed on the CTLS website as an online resource for professors and graduate students.

5.2 A New University-wide Teaching Excellence Award

The Director of CTLS contributed in the selection of teaching awards in A&S, ENCS and JMSB. The process was especially challenging this year given the number of nominees and the size of many of the teaching dossiers. Standards of excellence also varied across the Faculties. New this year, the CTLS assisted in proposing a President's Teaching Excellence Award to recognize sustained excellence in teaching as personified by the four characteristics of Concordia's new visual identity: high quality, daring, diversity, and approachability. This university-wide award honours one or more senior full-time faculty member. Four nominees were received from three of the Faculties. The recipient was Dr. Peter Grogono in the Faculty of Engineering and Computer Science.

5.3 *Student retention in A&S*

Following discussion with Dean Graham, the CTLS prepared a proposal on improving student retention in Arts & Science. The purpose of the initiative was to assist the Faculty in reviewing various aspects of teaching and assessment strategies in targeted undergraduate courses with student retention as the overarching teaching goal. A three-process was envisaged that involved applying for a teaching and learning grant to help develop sustainable teaching and learning resources. The proposal is still under discussion. In the meantime, the Course Design Workshop has been focused on student retention and teaching large classes.

5.4 *Grade inflation in Fine Arts*

Following discussion with Dean Wild, the CTLS conducted an informal survey of grade inflation in the Fine Arts. Six institutions were contacted, four Canadian colleges, one in the U.S. and one in the U.K. The CTLS made the following recommendations: a) add a session on grading and assessment to new faculty orientation; b) add a similar disciplinary specific session to new teaching assistant orientation (and encourage Fine Arts graduate students to attend); c) in collaboration with someone designated by the Dean, develop a half-day workshop on grading and assessment for all Fine Arts faculty to help them evolve more precise terminologies for critiques and assessment criteria (voluntary attendance); d) again in collaboration with the Dean, facilitate departmental meetings focused on defining grades for particular areas or courses. A workshop on grading has been arranged and the Director of CTLS is invited to attend.

5.5 *Curriculum assessment in JMSB*

Following discussion with Dean Tomberlin, the Director of CTLS has organized a special one-day workshop in JMSB on Curriculum Assessment with Accreditation (AACSB) speakers. Curriculum assessment is a new priority for JMSB. There is expectation by the Accreditation authority for programs and courses in business schools across North America to be more consistent, efficient, and useful as well as accountable to a set of clearly defined learning objectives. The workshop was video recorded by CTLS and a resource package will be made available online and in the form of a DVD.

6 Conclusion

The CTLS activity plan for 2007-2009 is presented in Appendix A. Following approval, the range of pedagogical services available at Concordia will be communicated to Faculty deans, department chairs, and all full-time and part-time professors.

Appendix A: The CTLS Activity Plan for 2007-2009

Priority 1: To realize their new mandate and e-Learning priority will require changing people's perception of CTLS from providing only remedial services to being proactive in fostering a culture of teaching excellence and innovation across the University.

- ☐ Propose a new budget in order to achieve the CTLS activity plan for 2007-2009.
- ☐ Seek internal and external funding to develop an online environment for sharing ideas and pooling resources related to e-Learning at Concordia.
- ☐ Propose a name change for CTLS to the Centre of Teaching Excellence and Innovation.
- ☐ Work with the Office of the Provost and Marketing and Communications on a re-branding campaign and ongoing promotion of the new services.
- ☐ Redesign the CTLS website to reflect a new vision for promoting excellence in teaching using delivery models and strategies borrowed from the world of e-Learning.
- ☐ Propose a unified strategy for promoting and supporting e-Learning across the University from the perspective of in-service professional development.
- ☐ Develop strategic partnerships with departments, e-Concordia and the IT units in each Faculty to target foundation level courses for dual mode delivery and e-Learning.
- ☐ Function to disseminate best teaching practices and strategy planning in e-Learning.
- ☐ Provide individualized support to Faculties on issues such as student retention, grade inflation, and curriculum assessment.

Priority 2: To support the University's commitment to teaching excellence and innovation will require increased participation in the Scholarly Teaching Enhancement Program (STEP) by full-time faculty members.

- ☐ Offer the *Art of Teaching* workshop as day one of a three-day orientation event for A&S in August 2007/8.
- ☐ Offer a one-day teaching orientation for FA, ENCS and JMSB in October 2007/8.
- ☐ Offer a teaching orientation for new part-time instructors in collaboration with CUPFA and champion the event across the University.
- ☐ Create an e-Learning orientation to teaching at Concordia to complement face-to-face orientations.
- ☐ Schedule a social luncheon for new faculty in April 2008/9 with the Provost and Vice-President Academic Affairs and Vice-Provost Academic Programs.

- ☐ Offer an expanded series of workshops in 2007/8 and 2008/9 by involving presenters from the *Spirit of Inquiry* conference and teaching award winners.
- ☐ Offer a scholarly symposium in May 2009 on teaching, learning and technology similar to the *Spirit of Inquiry* Conference.
- ☐ Increase awareness of the full array of pedagogically relevant services available to professors and departments.
- ☐ Create a mixed-mode (face-to-face meetings and e-Learning activities) Scholarly Teaching Enhancement Program and award a certificate for active participation.

Priority 3: To support student success at Concordia will require developing pedagogically relevant skills in Teaching Assistants and Ph.D. students across the University.

- ☐ Coordinate closely with departments to include more disciplinary specific workshops in TA orientation for 2007/8.
- ☐ Offer the Ph.D. seminar in university teaching in 2007 (Fall) and 2008 (Fall/Winter).
- ☐ Seek funding from the School of Graduate Studies to hire a graduate student to provide TA support for the Ph.D. seminar.
- ☐ In collaboration with the School of Graduate Studies, communicate with Graduate Program Directors to promote TA orientation and the Ph.D. seminar.
- ☐ In collaboration with the School of Graduate Studies, explore ways to spread and reward excellence in graduate student supervision.

Priority 4: To support pedagogical improvement will require examination of how course evaluation can facilitate the University meeting its academic goals.

- ☐ Facilitate the process of moving to an online course evaluation system by May 2008.
- ☐ Ensure departments take responsibility for online course evaluation accuracy.
- ☐ Develop a series of online tutorials for creating a greater responsiveness to student feedback on course evaluations.
- ☐ Propose and implement an online questionnaire for evaluating e-Learning courses.
- ☐ Explore ways to ensure a referral mechanism between the CTLS and department chairs to encourage individual consultations prior to the year of promotion review.
- ☐ Reconvene the Course Evaluation Committee to seek harmonization on forms and statistical reports among the Faculties, CUPFA and the School of General Education.